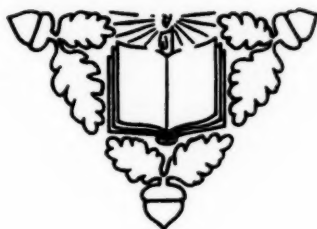


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ARKANSAS LIBRARIES



STATE
MEETING
NOTES

Vol. 6, Series II

January, 1950

Number 3

Issued Quarterly

ARKANSAS LIBRARY COMMISSION

In Co-operation With

ARKANSAS LIBRARY ASSOCIATION

UNIVERSITY OF MICHIGAN
GENERAL LIBRARY

Arkansas Libraries

Vol. 6, Series II

January, 1950

Number 3

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ARKANSAS LIBRARY COMMISSION

Mr. R. H. Moore, Chairman	Jonesboro
Mr. J. E. Howard	Humphrey
Mrs. M. F. Kirby	Rogers
Mrs. Merlin Moore	Little Rock
Mrs. C. E. Moseley	Camden
Mrs. C. N. Ruffin	De Witt
Miss Irene Mason, Librarian and Executive Secretary	

OFFICERS OF THE ARKANSAS LIBRARY ASSOCIATION

Mrs. Karl Neal, President	Little Rock
Miss Marcella Grider, Vice President	Fayetteville
Mrs. Morene D. Smith, Secretary	El Dorado
Mrs. W. E. Finley, Treasurer	Malvern
Miss Myrtle Deason, Member-at-large	North Little Rock
Miss Irene Mason, A.L.A. Councilor	Little Rock

PRESIDENT'S MESSAGE

The Arkansas Library Association has as its purpose the promotion of library service and of the profession of librarianship in the State of Arkansas. A membership of two hundred and fifty, the improvement of organized libraries, the establishment of new libraries, the development of a school library program, and an increase in the number of librarians and teachers enrolled in library science courses during the year 1949 are evidence that the Arkansas Library Association is fulfilling its purpose.

The ready response received by the executive board from members asked to serve on committees for the year 1950 indicates a good year ahead. Libraries are essential in formal instruction and self education for children, youth, and adults. The continued cooperation of all sections of the Association in a program for the improvement and extension of library service will contribute to the educational, cultural, and economic development of the state.

It is the privilege of any citizen interested in library service in Arkansas to have a part in this program by joining the Arkansas Library Association. Send your dues of \$1.00 to Mrs. Marie Pinckney, Secretary of Membership Committee, Arkansas Library Association, 506½ Center Street, Little Rock, Arkansas. If you are already a member, find another member among your friends. Arkansas needs a strong library organization.

COMMITTEES FOR 1950-51

Standing Committees

Education for Librarianship

Miss Constance Mitchell, Chairman Conway
Miss Marcella Grider Fayetteville

Legislative

Miss Irene Mason, Chairman Little Rock
Mr. L. H. Autrey Burdette
Mrs. Hazel Deal Fayetteville
Mrs. J. Frank Holmes Prairie Grove
Miss Eula McDougal Osceola
Miss Vivian Maddox Hot Springs
Mr. Lee Reaves Hermitage
Mrs. C. E. Wilking El Dorado

Membership

Miss Annie May Alston, Chairman Searcy
Miss Treva Duncan Fort Smith
Miss Lucile Lucas Clarksville
Mr. Carl E. Ott Little Rock
Mrs. I. C. Oxner McGehee
Mrs. Marie Pinckney Little Rock
Mrs. D. L. Purkins Warren

Program

Miss Marcella Grider, Chairman Fayetteville
Miss Florene Jordan Magnolia
Mr. Charles Reynerson Hope
Miss Mary Sue Shepherd Little Rock
Miss Allie Wilson Arkadelphia

Special Committees

Federal Relations

Mrs. Delbert Swartz, Chairman Fayetteville

Public Relations

Mrs. Mary Coker, Chairman Little Rock

Annual Meeting Committees

Decorations and Flowers

Miss Lola Dunnivant, Chairman Little Rock
Mrs. Grant Collar Joiner

Local Arrangements and Registration

Miss Myrtle Deason, Chairman North Little Rock
Miss Frances Bowers North Little Rock
Mrs. L. H. Caldwell Little Rock
Miss Ida Mae Hagin Little Rock
Miss Freddy Schader Little Rock
Mr. Cecil Wellborn Osceola

Budget and Finance

Mrs. Margaret Burkhead, Chairman Little Rock
Miss Florence C. Carmichael Monticello
Miss Myrtle Deason North Little Rock
Mrs. W. E. Finley Malvern
Mrs. Terry Griffith Batesville
Mr. James Hillard Fort Smith
Mrs. Anna N. Muller Little Rock
Mrs. R. E. Steed Star City

Special Committees, continued

Publications

Miss La Nell Compton, Chairman	Little Rock
Miss I. Jane Bradford	Harrisburg
Miss Heloise Griffon	Little Rock
Mrs. Elizabeth Marsh	Little Rock
Mr. George Monroe, Jr.	Walnut Ridge
Mrs. Georgia Taylor Parks	Texarkana
Miss Marvis Rodman	Wilson
Mrs. W. N. Truelock, Jr.	Pine Bluff
Miss Grace Upchurch	Fayetteville
Mrs. Ann Veazey	Hamburg

Recruitment

Miss Beth Welch, Chairman	Greenwood
Mrs. Jo Ellen Fulton	Little Rock
Miss Mary L. Giraud	Little Rock
Mrs. Robert Keathley	Danville
Miss Gladys Sachse	Conway
Miss Georgena Wright	Magnolia

SECTIONAL OFFICERS OF ARKANSAS LIBRARY
ASSOCIATION FOR 1950-1951

College

Miss Allie C. Wilson, Chairman;
Librarian, Henderson State Teachers
College, Arkadelphia, Arkansas.

Miss Georgena Wright, Secretary;
Librarian, State A. & M. College,
Magnolia, Arkansas.

County

Miss Mary Sue Shepherd, Chair-
man, Pulaski County Librarian, Little
Rock, Arkansas.

Miss Vivian Maddox, Vice-Chair-
man, Garland County Librarian, Hot
Springs, Arkansas.

Mrs. F. L. Procter, Secretary, Pub-
lic Library, Forrest City, Arkansas.

School

Miss Florene Jordan, Chairman;
Librarian, Magnolia High School,
Magnolia, Arkansas.

Miss Eunice Shinn, Secretary; Li-
brarian, Luxora High School, Luxora.

Trustee

Mr. Charles Reynerson, Chairman,
Hope, Arkansas.

MINUTES OF THE TWENTY-SEVENTH ANNUAL CONFERENCE

Arkansas Library Association

November 16-17, 1949

The first general session of the twenty-seventh annual conference of the Arkansas Library Association met at 1:30 o'clock November 16, 1949, in the Continental Room of the Marion Hotel, Little Rock, Arkansas, with Mrs. F. L. Proctor, Vice-President, presiding.

The group was welcomed by Mr. A. B. Bonds, Commissioner, State Department of Education, who stressed the responsibility of librarians today when the issues of freedom and totalitarianism are clearly drawn. After general announcements the group adjourned to attend sectional meetings.

Mrs. I. C. Oxner, Chairman, Trustee Section, presided at the joint meeting of the Public and County Library, and Trustee Sections. Mr. Elmer Miller, Gerstenslager Body Company representative, Wooster, Ohio, spoke on "Bookmobiles and Bookmobile Service". Mrs. Marie Burris, Trustee, Washington, Indiana, Public Library, spoke on "Trustees and the Library". Miss Myrtle Roush, Chairman, College Section, presided at the School and College Library Sections. Miss Constance Mitchell, Librarian, Arkansas State Teachers College, discussed "Library Training in Arkansas Schools". She outlined the courses in library science offered at the various colleges and the University in the state, and stressed the importance of teacher-librarians taking courses in the schools where adequate facilities are provided, but advised against taking correspondence courses from schools in other states. Charlie May Simon, Arkan-

sas author, spoke on "Children's Books". She commended librarians for careful selection of books for children since that is the period when love of reading is developed.

At 7:30 o'clock a banquet was held at the Hotel Marion with Miss Irene Mason, Executive Secretary and Librarian, Arkansas Library Commission, presiding. Miss Mason introduced Dr. Granville Davis, Little Rock Junior College, who introduced the speaker of the evening, Mr. Harry Ashmore, Executive Editor, Arkansas Gazette. Mr. Ashmore spoke of the modern library as not a repository for books, but a vital, living part of the community with librarians the custodians of the accumulated knowledge of mankind.

The school library section met for breakfast at 8:30, November 17, in the Coach Room of the Hotel Marion, with Miss Freddy Schader, Chairman, School Library section, presiding. Guest speaker was Miss Mildred Batchelder, American Library Association.

At 10:30 Miss Eula McDougal, President, Arkansas Library Association, presided at the second General Session. Miss Irene Mason, Executive Secretary and Librarian, Arkansas Library Commission, introduced John Mackenzie Cory, American Library Association, who explained the findings of the "Public Library Inquiry".

Miss Eula McDougal presided at the luncheon and business meeting which was held at noon in the Hotel Marion. Miss Mildred Batchelder, American Library Association, spoke

on the topic "Looking Toward American Library Association's 75th Anniversary". Miss Batchelder reminded the group of "The Four-Year Goals of the American Library Association" and urged the group to apply these goals to Arkansas now, so there would be some basis for measuring accomplishments in 1951.

Minutes for the 1948 meeting were read by the secretary and approved as read.

The Registration Committee announced 180 registrations for the meeting.

Mrs. Lucy Finley, Treasurer, reported the balance as of November 17 was \$437.60.

The Publications and Publicity Committee report was given by Miss Irene Mason, Chairman. Report attached.

The Personnel Committee report was given by Miss Gladys Sachse, Chairman. She reported that the recruitment exhibit sponsored by the committee at the meeting would be available for loan to schools in the state.

Mrs. Terry Griffith, Chairman, Membership Committee, reported the

total membership of the Association as 266, which showed a gain of 58 over the total for the previous year.

Miss Mary Louise Giraud presented the recommendations of the Nominating Committee as follows:

President—Mrs. Karl Neal, Arkansas Library Commission;

Vice-President—Miss Marcella Grider, University of Arkansas;

Secretary—Mrs. Morene Smith, High School Library, El Dorado;

Treasurer—Mrs. W. E. Finley, High School Library, Malvern;

Member-at-Large—Miss Myrtle Deason, Public Library, North Little Rock;

Councilor to American Library Association—Miss Irene Mason, Arkansas Library Commission.

The motion was made that nominations be accepted and nominees be elected by acclamation. Motion carried.

Respectfully submitted,
Marcella Grider
Secretary.

ARKANSAS LIBRARY ASSOCIATION

Treasurer's Report for Fiscal Year January 1—December 31, 1949

Balance from 1948\$372.79
 (1949 Memberships collected at 1948 Convention included in this
 amount—\$81.00)

Total Receipts for 1949

1949 Membership fees:

January	\$29.00
February	7.00
March	11.00
April	47.90
May	
June	7.00
July	2.00
August	
September	40.00
October	28.00
November	15.00
December	3.00

*Registration: \$86.00

1949 Convention Money (cash) including Registration (\$86.00)

Membership (\$112.00) and food tickets for luncheon, break-
 fast and banquet817.00
 Fee for Exhibit Space at Convention240.00

Total Receipts\$1,246.90
 Total Receipts and Balance\$1,619.69

Total Expenditures for 1949

February 7 to Mrs. Terry Griffith for Postage	\$ 5.00
February 8 to Wright Printing for Letterheads	24.28
March 26 to Meteor-Journal for Membership cards	3.06
April 15 to Mrs. Terry Griffith for Postage	5.00
July 1 Dues to Southwest Library Association	44.75
Bank charges for 6 months period	2.86
November 12 to Mrs. Terry Griffith for Postage	1.00
November 14 to Billy Boy Novelty Works for Convention Pins	36.00
November 16 to Dorothy Lyons for Typing	25.00
November 17 to Marion Hotel for Convention Meals (\$662.25) Meeting Rooms (\$50.00)	712.25
November 19 to Arkansas School for Deaf (Programs)	7.00
November 19 to Freddy Schader for Convention Incidentals	2.85
Bank Charges	2.75
December 5 to Arkansas Library Commission for Convention Incidentals	3.75
December 7 to Marion Hotel for Room	9.10
Total Expenditures for 1949	\$884.65

Total Receipts and Balance	\$1,619.69
Total Expenditures	884.65
Balance December 31, 1949	\$ 735.04
Signed: Mrs. W. E. Finley, Treasurer.	

SECTIONAL REPORTS

COLLEGE AND REFERENCE SECTION

ARKANSAS LIBRARY ASSOCIATION

Minutes of Meeting:

The College and Reference Section of the Arkansas Library Association met with the School Section for the first part of their meeting at the Marion Hotel, Little Rock, Arkansas, November 16, 1949, at 2:00 p. m.

After the joint meeting, a short business meeting was held separately in the International Room of the hotel with chairman, Miss Myrtle Roush, Librarian, Arkansas Polytechnic College, presiding.

Miss Constance Mitchell, Librarian, Arkansas State Teachers College, Conway, requested that a list of all

Library Science courses offered in the state be compiled.

The question of meeting with the A.E.A. in the spring was raised and informally discussed.

The following officers were elected for the year 1949-1950:

Chairman: Miss Allie C. Wilson, Librarian, Henderson State Teachers College, Arkadelphia, Arkansas.

Secretary: Miss Georgena Wright, Librarian, State A. & M. College, Magnolia, Arkansas.

Respectfully submitted,

Allie C. Wilson, Chairman
Georgena Wright, Secretary

SCHOOL LIBRARY SECTION MEETING

Minutes of Meeting:

The School and College Sections of the Arkansas Library Association met at the Marion Hotel in Little Rock at 2:15 p. m., November 16, 1949, with Miss Freddy Schader presiding. Miss Schader presented Miss Myrtle Roush, chairman of the College Section, who introduced the first speaker of the afternoon, Miss Constance Mitchell, librarian, Arkansas State Teachers College. Miss Mitchell discussed "Library Training in Arkansas Schools". Miss Hagin, children's librarian at the Little Rock Public Library, introduced Miss Charlie May Simon, author, who spoke on

"Children's Books". Miss Mildred Batchelder, Executive Secretary, Division of Libraries for Children and Young People, American Library Association, was presented to the group. (Miss Batchelder was the speaker at the breakfast meeting on the following morning, November 17.)

Following the program, the sections held separate business meetings. The school group was called to order by the chairman, Miss Freddy Schader. The minutes of the 1948 meeting were read and approved. The secretary read a letter from Mrs. Margaret K. Walraven, chairman of the American Association of School Libraries sec-

tion of the American Library Association, asking that Arkansas secure a council member as our representative in the above named organization. It was moved by Mrs. Lillian Sorrels and seconded by Miss Mary Clifton that the incoming president of the schools section be councilor. The motion carried.

The chairman gave Mrs. Morene Smith material on the organization of an assistants' club to be affiliated with the Arkansas Library Association and requested that she bring more information to the spring meeting of the Arkansas Education Association.

It was moved, seconded, and carried that the question of a meeting

of school librarians at the Arkansas Education Association convention in 1950 be referred to the program committee.

The following officers were elected for 1949-50:

Chairman: Miss Florene Jordan, Librarian, Magnolia High School, Magnolia.

Secretary: Miss Eunice Shinn, Librarian, Luxora High School, Luxora.

The meeting adjourned.

Respectfully submitted,

Freddy Schader, Chm.

BREAKFAST FOR SCHOOL LIBRARIANS

The Arkansas School Librarians had breakfast at 8:30 November 17, 1949, in the Coach Room of the Hotel Marion.

Miss Freddy Schader, Chairman of the School Library Section, presided. Miss Ruth Guthrie introduced the guest speaker, Miss Mildred Batchelder, Executive Secretary, Division of Libraries for Children and Young People, American Library Association. Miss Batchelder spoke on "School Library Problems and How to Meet Them". She cited examples of problems in different states and how they were met.

Miss Irene Mason told how the Arkansas Library Commission was serving the state with all available materials. Miss Heloise Griffon told how the Audio-Visual Department of the State Department of Education was serving the public through the schools of the state.

Miss Batchelder stressed the publicity of available materials to teachers and community.

The School Library Section adjourned to meet in a special section at the A.E.A. Convention in March.

Miss Freddy Schader, Chairman

COUNTY AND PUBLIC LIBRARY SECTION MEETING

Minutes of Meeting:

The annual meeting of the County and Public Library Section was held Wednesday, November 15, 1949, at the Marion Hotel, Little Rock, Arkansas. Mrs. I. C. Oxner, trustee of Desha County and member of the Southeast Regional Library Board,

presided. Miss Irene Mason introduced Mrs. Marie Burris, trustee for the public library, Washington, Indiana. Mrs. Burris spoke on "Trustees and the Library".

Mr. Gray, representative of The Gerstenslager Company, gave a demonstration with colored slides show-

ing models of walk-in type bookmobiles.

At the conclusion of the meeting the County Library Section retired to another room to elect officers for 1950. The chairman, Miss Beth Welch, Sebastian County librarian, presided. The secretary, Mrs. Nancy Rutherford, Southeast Regional Library, read the minutes. The following slate of officers was elected by unanimous vote:

Chairman for 1950—Miss Mary Sue

Shepherd, Pulaski County Library, Little Rock.

Vice-Chairman—Miss Vivian Maddox, Garland County Library, Hot Springs.

Secretary—Mrs. F. L. Proctor, Forrest City Library, Forrest City.

There being no further business, the meeting was adjourned.

Respectfully submitted

Nancy T. Rutherford
Secretary

TRUSTEE SECTION

Minutes of meeting:

The Trustee Section of the Arkansas Library Association held a joint meeting with the Public and County Library Section, with Mrs. I. C. Oxner, Chairman of the Trustee Section, presiding.

Mrs. Marie Burris, a trustee for the Public Library of Washington, Indiana, and a past president of the Indiana Trustee Association, was introduced by Miss Irene Mason. Mrs. Burris spoke on "Trustees and the Library". In her talk she stressed the responsibilities of a board member for the policies and objectives of the library. It is up to the library board to see that sufficient funds are available to allow the librarian to give good service to her community. The board member must be thoroughly acquainted with the law under which the particular library is organized in order to support legislation which will bring about the greatest good to the largest number of libraries. The library board should employ a well trained and efficient

librarian and allow her to administer the library along accepted professional lines. It is the duty of the board member to promote the best service possible to his community and to keep himself informed on the library trends.

Following Mrs. Burris's talk, Mr. Earl Gray, Gerstenslager Body Company representative, showed and discussed a series of slides on various types of bookmobiles.

Immediately after the joint session, the trustees section met with Mrs. I. C. Oxner, chairman, presiding. Mr. Charles Reynerson was elected chairman for the following year. The meeting adjourned.

Mrs. I. C. Oxner, Chairman

LEGISLATIVE COMMITTEE:

The efforts of the legislative committee were concentrated on the passage of the Public Library Demonstration Bill, since this was a non-legislative year for Arkansas.

Marvin Miller, Chairman

COMMITTEE REPORTS

EDUCATION COMMITTEE RECOMMENDATIONS

November 17, 1949.

1. That the problems of the undergraduate training for school librarians within the state continue to be the main interest of this committee for another year.

A. In solving this problem that this committee, the college teachers of library science and the State Department of Education finish making out a required course of study for at least 16 hours of college work.

B. That no correspondence courses in library science be recognized.

C. That extension courses be limited to the basic six hours already set up—namely basic book selection; and organization of school libraries.

D. That standards be set up for book collections, laboratory fa-

cilities, and supervision of library science work.

E. That the above mentioned undergraduate courses be such that they will be accepted for prerequisites for graduate courses in the library schools offering the master's degree in library science.

2. That, because of the great success of the recent meeting in Nashville, Arkansas, more regional clinics be held throughout the state for school superintendents and librarians with follow-up meetings (on a county or regional basis) of librarians and a consultant to discuss their particular problems.

3. That this committee go on record as being highly appreciative of the splendid cooperation of the county librarians with the schools.

Constance Mitchell, Chairman

MEMBERSHIP COMMITTEE

The Membership Committee of the Arkansas Library Association met November 16, 1949.

The total membership of the Association is now 266. This is a gain of 58 over last year's total of 208.

The memberships are divided approximately as follows (this is not accurate, as quite a number of people mailed their money in and did not designate their position):

68 Public and County Librarians (including Commission Staff)

69 Trustees
25 University and College Librarians
87 School Librarians and Administrators
5 Special Librarians
7 Book Salesmen and Friends
5 Institutions

266 Total

Respectfully submitted,

Mrs. Terry Griffith, Chairman

NOMINATING COMMITTEE RECOMMENDATIONS

The Nominating Committee wish to make the following recommendations:

President—Mrs. Karl Neal, Arkansas Library Commission.

Vice-President—Miss Marcella Grider, University of Arkansas.

Secretary—Mrs. Morene Smith, High School Library, El Dorado, Arkansas.

Treasurer—Mrs. W. E. Finley, High School Library, Malvern, Arkansas.

Member-at-large—Miss Myrtle Deason, Public Library, North Little Rock, Arkansas.

A. L. A. Councilor—Miss Irene Mason, Arkansas Library Commission.

Mary Louise Giraud
Chairman

PERSONNEL COMMITTEE

The Personnel Committee has continued work begun last year on recruitment and retirement.

In the interest of recruitment, the Committee ordered 200 copies of the American Library Association leaflet for distribution to high schools of the state. Through the cooperation of the guidance division of the State Department of Education, copies of this recruitment folder have been sent to schools employing guidance counselors. The Committee hopes to distribute the remaining copies to other schools through their librarians.

The committee is also sponsoring the recruitment exhibit at this year's meeting. This display will be available for loan to schools in the state. The Arkansas Library Commission

will serve as a clearing house for scheduling the exhibit.

The committee is in correspondence with the American Library Association in regard to what other states are doing for retirement.

In conclusion, the Committee recommends that the succeeding Committee follow through the correspondence started with the American Library Association in regard to retirement. It is also recommended that librarians give full support to the school library clinics being sponsored by the county and regional libraries in collaboration with the State Department of Education as there is a definite need for recruitment in the school library field.

Gladys Sachse, Chairman

PUBLICATIONS AND PUBLICITY COMMITTEE

The Publications and Publicity Committee regrets to report that publication of **Arkansas Libraries** is still behind schedule. Plans have been made and material collected in an effort to be on schedule by the first of the year.

As means of publicity the committee has contacted the Arkansas Gazette, Arkansas Democrat, and have been promised reporters and photographers to cover the annual meeting. Advance items of interest and pictures have been carried in the Ark-

ansas Gazette and Arkansas Democrat. Material has also been sent to the Commercial Appeal in Memphis.

The committee wishes to recommend that the duties entailed be divided and two committees set up, one for the publication of **Arkansas Libraries** and the other for Publicity. It is further suggested the latter committee be known as Public Relations Committee.

Respectfully submitted,
Irene Mason, Chairman

REGISTRATION COMMITTEE

ANNUAL CONVENTION, HOTEL MARION

NOVEMBER 16-17, 1949

The Registration Committee submits the following report of registration and attendance at the annual meeting of the Arkansas Library Association:

Registration	180
Banquet	129
Luncheon	107
Breakfast	88

Mrs. Karl Neal, Chairman

ARKANSAS LIBRARY ASSOCIATION TWENTY-SEVENTH ANNUAL CONFERENCE

WELCOME ADDRESS

By A. B. Bonds, Jr., Commissioner of
Education, State Department of
Education

Welcome! I had a little trouble finding this place a while ago, but when I saw this collection of books, and this "Alabama" sign spread across the fair state of Arkansas, and when I heard the professional chit-chat about Dewey Decimal Systems and Lending Dates, etc., I knew I had found the right spot. I could not help but think of a time when I was looking for a religious group to which I happened to belong; I was having some difficulty locating them. I was passing by an open door and I heard a voice coming from there saying, "We have done that which we should not have done and we have left undone that which we should have done", and I said, "That is my crowd".

There was a time when the function of a librarian was a very elementary one indeed. You kept the books—you kept them on the shelf! That was back in the days when books were ornamental and they had chains on them to keep them bound to the shelves. That was in the days when a librarian was actually more

of a curator than a librarian, as we presently understand the term. It was far more important to have the books tidily arranged on the shelves than it was to have them out and being used. Thank goodness, that concept is changed. Thank goodness, with the advancing progressive standards, which have grown out of your group, we have come to regard the librarian as an indispensable adjunct to the work of the scholar; as an absolute necessity for the work of the teacher and as a friendly counselor and guide for the inquiring and eager young minds who make use of the stored tools of civilization's knowledge. Yes, even in the professional and business and related fields, the librarian has become increasingly a more important cog in seeing to it that past experience, which has been recorded by our scholars, can be integrated into the judgment and cultural growth of our contemporary citizens. This is an important liaison job which you do, one which can mean much indeed to the increased sophistication; to the increased maturity; to the increased effectiveness of citizenship; to the increased effectiveness of human beings as human

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beings. I commend you for this meeting and for the purposes which it represents. Here is an effort through friendly and comradely association to secure the kind of cross pollination which will enrich your own thinking as to the further utilitarian purposes to which your collections can be turned; which will enrich your own thinking with regard to the concept of the profession as a service function.

Thomas Jefferson once made the statement, "A nation that expects to remain ignorant and free, expects what never was, and what never will be". Today, the issues of freedom and totalitarianism are clearly drawn. Are we going to succumb to the most wily propaganda which has yet been devised to ensnare the minds of men, and swap our fundamental human liberties for the mess of porridge which the totalitarians call security? Are we going to drift into a situation in which the government will own the people instead of the people owning the government? I think not. And you, as librarians, will carry a major share in seeing to it that the answer to these questions is negative. You carry that share because you are the repositories in large measure of the keys to accumulating human experience — to accumulating human experience which must be used in forming valued knowledge as to the torrid events which flow and ebb about us; and, you are the repositories of the keys to what we call the democratic heritage as it has been formerly recorded by its historians

and philosophers over the years; and, you are the repositories, if you please, of those works of beauty and light and inspiration which have given to civilized man a sense of values which places him apart from the beasts, either of the two-or-four-legged variety; a sense of values which will make us aspire to follow in the steps of the greatest writer who ever spoke, but who never wrote a word.

They tell me that out in my neighborhood there is a little girl who is quite adept at the assembling of jigsaw puzzles. Her parents recently bought for her a jigsaw puzzle map of the United States. She assembled it in remarkably short time and came to her parents proudly showing her achievement, and they said, "How were you able to do it so quickly?" She turned the puzzle over and there on the back was a picture of George Washington and she said, "Why, it's easy, Mommy, when you put the man together right, the country comes out right". You are the channels to the elements which must go into the creation of right-thinking citizens. You are the heirs of the spiritual traditions of John Milton, the author of *Areopagitica*, which lashed out and established the essential freedom of our press. Hold that tradition high; remember that we are building Arkansas; remember that we are building our individual communities and a tradition of freedom and a tradition of culture. We, in the schools, are anxious and eager to work with you. I wish you Godspeed in this meeting. Thank you.

PUBLIC LIBRARY INQUIRY

By * John Mackenzie Cory

Greetings to the ALA from the ALA. It is a great pleasure to be here and to talk about the Public Library Inquiry, about which many of you

may have heard, but I doubt that you know a great deal about it yet. Much that you may have heard is rumor, and none of us knows exactly what the Public Library Inquiry is going to do or be. This is really preliminary material that you will be get-

ting. However, I can give you a little background for it and some of its tentative conclusions, since it has been discussed quite widely to the extent of three or four sessions at the ALA regional conferences by the Director and several members of his staff. I do have some authoritative information on the Inquiry. The Public Library Inquiry was a \$200,000 survey suggested by the American Library Association but not controlled by it. I am not representing the Public Library Inquiry—they have religiously refrained from any official connection with the ALA. The Inquiry has been conducted by the Social Science Research Council, by social scientists, and they have avoided any accusations that they have been librarians. They have wanted to be objective. It was suggested by the ALA but was sponsored by the Social Science Research Council and financed by the Carnegie Corporation. The actual direction is by Dr. Robert D. Leigh. He has been assisted by an Advisory Committee of five social scientists and two librarians, no one of whom was a practicing librarian, at least at the time they were selected. Dr. Leigh had been formerly President of Bennington College and has done a magnificent job of learning about libraries and coming up with some information of interest to all of us. The request, as made by the ALA, was for an appraisal in sociological, cultural and human terms as to the extent that librarians are achieving their objectives and their contributions to American society. The purpose of the Inquiry is two-fold: To appraise public libraries and to appraise the appropriateness of the objectives themselves against the background of American social and cultural interests and values. The results are being published in several studies. Seven books and several subsidiary studies are to be published.

You may ask, "Is the Public Library Inquiry of interest to others than public librarians?" The Public Library Inquiry itself had that difficulty when they defined their own program. The scope of the Inquiry was limited to the free public libraries, being interpreted to include all libraries where free service is intended for the general public. It is not hard to distinguish the public library in the average city from the library on the university campus, but actually the task of these institutions overlap and this is not aptly true of the research libraries. So also is there a vital relationship in public libraries as a resource for less used materials. In the broadest sense, all types of libraries form a loose international network of storing, arranging and making available for use the recorded words history deemed worthy of preservation. The Public Library Inquiry does concentrate on the publicly supported libraries.

Our time is limited and I do want to leave some time for study, so I will cruise through this preliminary report and draw upon some of the information I have obtained from the studies themselves. It will be a little mixed up and short, but time doesn't permit an intensive study of it. The objectives of the public library which the Inquiry was supposed to have determined were determined in three ways: Historically—tracing what they could determine to have been the objectives of libraries in the past, what we now consider our public library resources to be and, by deduction and analysis of the total field in the communication of education, what tasks are done adequately by other agencies and what tasks might fall to the public library. Historically, the function and objectives of the public library are conserving, organizing and making available the world's resources of recorded fact. Libraries have be-

come a symbol and servant of culture. They were not limited to using observations of practice and they chose as their basis for their contemporaneous statement three publications of ALA—Chapter II of the booklet, "Postwar Standards for Public Libraries"; "Public Library Service", and the ALA statement of "Four Year Goals", approved by its meeting in 1948. They took these three statements, merged them and eliminated duplications, sent them to a large number of librarians asking if these really represented public libraries. The Inquiry chose samples of 60 public libraries in different regions of the country—Pine Bluff was one of the samples—in this general survey and, primarily upon the information obtained from the 60 libraries, formed a valid statistical sample. Copies were sent to 19 state librarians, 15 city librarians and 11 library school faculty members. They received an 80 per cent reply and five-sixths of their replies stated that the objectives as framed were sound and accurate. These objectives were: General Definition: to assemble and preserve and administer books in organized collections in order to promote, through guidance and stimulation, an enlightened citizenship and to serve the community as a general center of reliable information: to provide opportunity for men and women to educate themselves continually. Public Affairs: To awaken interest, and stimulate reading to improve people's ability to participate usefully as citizens of their community; you, as librarian, to help people develop constructively critical and democratic attitudes and values. Aesthetic Appreciation: To seek to give people an opportunity to improve their capacity for appreciation in the cultural fields; to help people make such use of leisure time as will promote happiness and social well-being.

Means for obtaining these objectives: 1. Library collections are founded on the printed page but should be supplemented by films, radio and discussion groups. Libraries should make an educational instrument out of a welter of records by library loans and book pools; assemble visible knowledge and recorded materials which contain and increase knowledge between seeker and sources of information and ideas; a positive program of stimulation in the use of library materials. 2. During the next four years, libraries should change the emphasis and nature of their services to contribute directly to the problems of our time. Objections were on variety of grounds that emphasis should be placed on serious materials and the value theory of book collections and to limit library materials to those dealing with serious and significant interests. The public library function is to give the people what they want, whatever the nature and quantity of demand may be. Our objective here is the same as the Parks Department providing places for all kinds of people. Libraries provide books to people who can't afford to buy books. We supply mystery stories; however, the official objective, and the majority of librarians consulted agreed, that providing books of entertainment and escape was not the primary objective of the public library. Some people said that the Public Library Inquiry advocates abandoning the use of fiction. That is not the case—they merely place emphasis upon the serious materials, whether fiction or non-fiction, and stress the fact that the library should not bother to buy from public funds ephemeral, best-sellers, light materials which may be easily available from commercial sources. 3. The third basis on which they have checked the objectives—they have taken libraries as a media of com-

munication. It is evident that the public librarians perform a task of education; they may be thought of also as a contingent part of mass communication. Through an impersonal media, communication in this sense is even more persuasive than education. This is an indication of a definite bias on the part of the Inquiry staff and it is most serious when it comes to a complete lack of resolution of our basic problems of the importance of public and school libraries in serving children and young people and on the adult level.

4. Identification of the public library with a center of adult education—what the role of the library should be. There has been an undue emphasis on the library as a communication center and lack of emphasis on it as an educational institution. These non-commercial and university libraries are only a relatively small part of the whole machinery of communication. For the most part, mass communication is a profit-seeking business as well as a public service. It appears, and is assumed, that in the present form it would be surprising if the public library has not adapted itself to mass communications. It has assumed its present form in the equally expensive magazines and newspapers with a narrow topical range of coverage. The world we live in today has a bewildering abundance of cheapness. Even the facsimile of events themselves as they happen are delivered through film or electrical impulses to the constant stream of the consumer—in his office, home or other places. The two most striking characteristics: the public library has thousands of books on the shelves but a person who wants one of them to read must go to the library for it; he is given it for a limited period. He compares that with the accessibility of other forms of communication.

I am minimizing the reporting on statistics but I will bring in a few of

the important statistics. It is largely a statistical study and many of its most important conclusions are based on data which I will not go into here. The Inquiry found that practically all adults listen to the radio and read the newspaper; about two-thirds of the adults read some magazine; about half the adults go to the movies periodically—once every two weeks, or more often; one-fourth of our adult population read books as a habit. Thus, books play a minority role in communication, and in the task of distributing books, the libraries are secondary to commercial distributors. Defining adults as people of high school age and beyond, directly or indirectly two-thirds of the books which people read are distributed through commercial channels; one-fourth of the books read come from public libraries. The libraries' clientele consists of about 10 per cent of the adult population, even though one-fourth are registered as library borrowers. In general, book readers are registered borrowers, but only part use the library regularly. The best estimates indicate that children and young people in school use the library more than their elders. About one-third more children and young people use the libraries than adults. From all the existing data it seems clear that, in terms of the total population, larger proportions of children are regular users of public libraries. It means that in quantitative materials, the other media reach more people even with books. The library is essentially used by a cultural minority. This led to a great deal of criticism, all of us priding ourselves on the democratic nature of public libraries. What they mean is that no matter how hard the libraries try, their clientele is limited by the educational level of the community; that there are only a certain number of functionally literate people who will use the books; and it cannot materially extend the services

beyond that group, and should concentrate on providing better service to that group. A cultural minority is a self-selected minority, and there is no intention that the public library would limit its services to a group; but only that the user of the library would be self-limiting, since the people who do use libraries have the necessary educational background, and that is the group to which the library should concentrate service. These also point out certain other disadvantages in commercial communication, in that the emphasis is on celebrities and best-sellers and the newness in communication; so that the information a month or a year old is not covered adequately. Also, there is emphasis upon a general level of superfluous taste, rather than information that is unknown, new or orthodox. These two things, plus the total analysis of the gaps in the field of communication, add up to an area by omission which is, in the opinion of the Inquiry, a logical area for the library to serve and which agrees with the historical and stated objectives of libraries. The whole review indicates that the task of communication is not fully performed by the agencies of mass communication, and other parts not done at all. Together, they define a function for the non-commercial agencies of communication, of which the library is one, to serve as centers for communicating materials selected so as to give adequate and balanced ideas of the classics—unusual, contemporary and experimental in its efforts; to serve as centers for materials that are not new, but are important because of their enduring quality; and to serve as centers for the range of valuable materials which will be collected and organized so that the full resources can be focused quickly and easily on a particular problem.

With the background of these objectives, they analyze libraries and how they may fulfill these objectives.

There are four general types of libraries: (1) large city libraries of over 100,000 population; (2) the smaller city libraries of 25,000 to 100,000 population—which compose 8 percent of the total number; (3) town and large village libraries in places from 5,000 to 25,000 population; (4) small village libraries with populations with less than 5,000—which compose 60 percent of the public libraries. They then go on to characterize the public library structure stemming from the multiplicity of independent units. In brief, the United States has lots of libraries, some of them magnificent institutions; but no library system. It falls short of providing people equal access to means of learning through books. They analyze the holdings of the public library to determine how well they meet the objectives. In the case of books, there is undue emphasis on the best-sellers which are available through commercial media. In the field of periodicals, the public library purchases current best-sellers; but many of them collect magazines with an idea of their permanent use. This policy is more clearly evident in subscriptions to newspapers. The library's most useful function is the preservation of back files of newspapers. This is background for their conclusion that the main function of the library is to provide and make available all forms of communication which are not readily available elsewhere. This would mean that in some communities the library would restrict itself entirely to serious materials—not necessarily difficult material, but the material which a teacher in the first grade might select for her students.

As far as the types of materials which libraries should include, the Inquiry placed its complete stamp of approval on the wisest use of all kinds of materials—books, newspapers, magazines, documents; and to these, some public libraries have been adding newer materials. Public library resources may be described

in the terms of materials; also in terms of two major functions—of circulation and reference. They may also be thought of in terms of two major divisions—the adult group and the children and youth group. Services to and resources for children are a major activity of public libraries of all sizes. Many libraries are far in advance of many teachers in children's literature. We are more nearly approaching our objective of providing serious service, with interpretation and professional guidance, in children's works than in adult works. In the last decade, however, children's libraries have become one of two public library centers in the community. The public school has been moving toward the inclusion of guiding voluntary reading in children. Some schools have gone further in advocating more reading time for children. There is even serious talk of the extension of the school to include more pupil time by eliminating the summer vacations. There seems to be no instance where the public school has taken over the complete function of the children's reading. Such a system of unification might seem logically sound to follow if school trends follow the lines of all-year, all-inclusive institutions that some people are advocating. One of the two major unsupported areas of the Public Library Inquiry is in the field of adult education. The early leaders of adult education were impressed by adult learning. They designed a loose framework. Lately, workers in the field have been coming to feel that one or more stable institutions are needed for the more permanent and professional groups of adult learners. They have encountered two such institutions—one, the public extension and adult education units in state universities and agricultural colleges. They found no instance where the public library was being used in the sense that the college library serves. The public li-

brary has not yet become an organic part of organized adult education. Many libraries, however, provide books, films and recordings for special groups. It is this work of active aid to the educational programs of the informal groups that is important.

As far as the board structure, the Inquiry goes into a discussion of the legal status of the library, points out the inadequacies and repetitions of library boards; and states that, in general, the important aspect of public library government is not to be found in its legal or formal structure but in the way the librarians play their various roles in the political process. He (Dr. Leigh) urges librarians to become more politically minded. He has a section on the library association as a political force and comments upon the national and state associations. He feels that state associations should be brought into a better state of balance and closer integration with the national association. He points out that the American Library Association is one of the most democratic of all the associations he has encountered. At the same time, the elaboration of boards makes a complex function, the operation of the machinery requires a long time acquaintanceship and intimate knowledge of the association. The professional library organizations have not centered their programs as sharply as other professional organizations devoted to other vigorous functions. One important phase which I haven't time to go into adequately is in the field of library extension, in which he discusses financial aid by the state libraries to county, multi-county and regional library development. They feel that the county library movement has perpetuated the smaller units. Moving toward larger units in the county, using counties as a base rather than district: This process politically is more difficult than

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that of persuading the county board to give up their autonomy and joining with a new and larger unit. Despite these political hazards, a number of inter-county regions have been established. It is too early to say whether this process of change, aided by state official persuasion, can succeed. It is possible that larger units may be brought into being more readily if state aid is allowed. In state-appointed regional libraries, local libraries still have the responsibility of collecting books, etc. They claim that the total amount of money needed to establish the kind of library service we want is between 80 and 100 per cent more than what we get now.

There is an extensive discussion of the personnel of libraries. Of the group called professional librarians, only 58 percent had an under-graduate degree; by the official definition of professional training, both the college degree and one professional year are necessary to obtain professional status. Less than half are really professionals and less than three-fifths are college graduates. Professional librarians, most of whom are women and whose average age is in the 40's, receive salaries 40 per cent less than schools. Librarians have about 10 per cent less salary, on the average, than the two groups of teachers and welfare workers with whom they might be compared. The balance is against rather than for the library group. Some plausibility may be given to the argument of librarians that they suffer in relation to other groups. It is recommended that there be a 50-percent increase in the salaries paid to librarians. That is a total increase of 30 percent when you consider the part of the library budget devoted to salaries.

I have slighted some parts of the study dealing with the education of

librarians and with various processes in libraries. They feel that there is no hope for a definition of professional and sub-professional librarians as long as there are small libraries. The larger unit of service is the only solution.

In the library schools discussion, the most outstanding conclusion on the part of the Inquiry is that there are too many library schools; that we should perhaps have as few as seven schools. These are tentative and highly controversial conclusions and conclusions which should be studied in detail by the Association and all members of the profession. That is true of all the findings and conclusions of the report. The chief value will be to give us something to serve as a guide and rebuild our own thinking about.

One story in conclusion—at the Graduate Library School Conference, when the Public Library Inquiry findings were first discussed the board members of a public library nearby attended the conference and came home bubbling over with enthusiasm about library objectives and policies. Not agreeing with all the findings, but having been stimulated to thought on the matter, they decided that the librarian hereafter must present to them a list of the routine matters which they would discuss during the first hour of the meeting, and after that they would discuss interesting questions during the rest of the board meeting. If the Public Library Inquiry can have that kind of effect, we can see a great change in our libraries and new hope to ways in which we can provide maximum service to those who use the libraries.

* Executive Secretary, American Library Association

CHILDREN'S BOOKS

By * Charlie May Simon

Writers lead a lonesome life. Our work is done in a room entirely alone. We close the doors behind us, hope the telephone doesn't ring and don't answer doorbells during those hours. But we need to get out. I realize it now more and more because we need to know people and, once we do get out of that shell, we enjoy it very much.

I am coming today as a former librarian. After hearing the talk that preceded me, I know just how Rip Van Winkle must have felt, because when I tell you how I happened to be a librarian, it will sound as fantastic as one of my tales of fiction. About 35 years ago in Memphis, they needed a librarian for a branch library and Mr. Charles T. Johnson, Librarian, decided to hold a contest to choose the librarian. I went with my girl friend, with no intention of even passing the test. I still don't know whether it was because my name was Charlie or because I was the first one through answering questions, but I got the job! I was paid \$35.00 a month and really, I assure you, I was over-paid. Every year, for two years, I was raised \$5.00 a month more. I was earning \$45.00 when I quit. I will say this, I did get a great deal out of it and I think that that was my background in becoming a writer because I had an opportunity that all of you are familiar with—of seeing the faces of the children when they read the books. I will admit that I wasn't very good on fining them when they didn't bring a book back. After all, they were enjoying the book; why should I make them pay for it! I love to read, too, and sometimes these people would interrupt my reading. After reading *A Tree Grows in Brooklyn*, where

Francie went into a library and got a book, I thought that was a very unfair thing to librarians because even in those days, I can't remember a librarian who didn't take an interest in a child who came in and asked for a book. I remember my own card when I was a child and I was given a book of my own to take home and read. It was like a key that put me into another world. I think you understand now why I have a fondness for librarians; not only because I have had experience and have been a writer, but I owe a great deal to librarians in my writing.

I don't know of an author who could have written a book without the help of you librarians, and when we asked for some of the most foolish things you kept straight faces and looked them up for us. I remember going in once and asking where I could get some information on a girl having hysterics. It wasn't until later that it dawned on me that a woman patron standing nearby looked simply horrified. I am sure that woman went back and said that "it takes all kinds to make a world; we certainly run into queer people". I have learned how to play a violin in ten short lessons, and I have learned how to train horses; but that is all superficial knowledge and leaves me when a book is written.

Really, it is presumptuous of anyone to come to a group of librarians and tell you anything about children's books, because you can tell me so much more than I can tell you. You keep up with hundreds of books a year and I am familiar with only one, and perhaps two, a year; but I suppose I can tell you a little bit about how they came to be written. Of course, we have to live life, too, as well as read it, and I won't give you librarians all the credit because I

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think one important thing in any writer's life is coming from a family of story tellers. Of course, you do have that in your library and even in my library that was the part I enjoyed most. There I could see the expressions on children's faces, and I think of them in every book I write. I think if I could capture that in one of my own books, I would feel that I have succeeded. If we could just keep that alive, that oral story-telling! It goes back as far as the spoken word, I am sure. I know that when the first man uttered something that was more than a grunt in expressing himself, he must have been reaching forth to tell a story. My father and mother were good story-tellers and they could make the most ordinary events sound very romantic and adventurous. My mother's tales were romantic, of course, of distant cousins who died and pined away through love, or something. One was of a distant cousin who dropped dead when her fiance finally came back from the gold field. My father loved to tell ghost stories. My uncle would tell stories about his experiences as a boy. I would be tempted to go on telling you these stories; I don't feel capable of writing them because they were told to me in such a way that I had rather keep them in mind that way. Mountaineers knew nothing about the techniques of story-telling—proper construction, character building, plot, etc.—but they could tell a story of ghosts that would make your hair stand on edge. They do it instinctively, and if we could keep that alive! You probably have coming into your library many a child, as Betty Smith was, wanting a book, getting some inspiration through those books to become a writer. You have an opportunity to spot that talent and encourage it.

This is the 27th anniversary of your meeting. I was sitting here wondering what it was like 27 years ago.

Mr. Youngman, librarian in Memphis, says that 35 years ago there was not one librarian who had library training. I wonder how it was in Arkansas 35 years ago. We have made such great strides; I think we should be proud in this generation of what has been done. It is amazing how much has been done in children's literature. I believe 27 years ago if it was announced that someone was going to speak on children's books, two-thirds of the people would have walked out because there was not the interest in children's books. But now, publishers have special children's editors. Of course, you librarians realize that that is the time when the reading tastes of a person are formed, in early childhood. That is the most important time in selecting books, rather, for the most important age group. There are book review sections of children's books in the leading newspapers; there are book clubs of children's books and even magazines devoted to that entirely. I think, really, the amazing thing is that we went nearly 500 years or over—since the first printed word until fairly recently—before we realized the importance of children's books. When you look back on two or three generations ago, the type of books that were given to children to read! Even in my own childhood, I remember the story of a little girl who was dying of fever and someone gave her a penny; she bought an orange and gave it to a beggar and then she died of the fever; but she went to Heaven. I remember great-grandfather quoting Isaac Watts—that was the material he was given to read. Those of you who have studied children's literature are familiar with the types of titles that were given and poems that were written for children. One wonders what kind of people wrote them and whether they ever remembered any childhood of their own. I think that it is possible that we haven't gotten

entirely out of the woods yet in regard to that. There is a tendency to be a little bit too informational, perhaps, in some books. In a great many books, it has been done beautifully and interestingly for the child, but suppose we all know of some examples when there is just too much of it. That sugar-coated information only! A child needs candy as well as spinach, and he can enjoy books that will simply stimulate his imagination and give him delight as well as information. I wouldn't want a child of mine to read informational books as a steady diet. I was amazed at how some very learned critics, even now, are reading back into those few books that a few brave souls wrote only for children's pleasure a few generations ago; and of course, the books were snapped up immediately by the children and are still kept alive, such as *Little Women*. Mark Twain's books, *Alice in Wonderland*. Something was spoiled for me when my husband read me an article by a very learned critic, reading some Freudianism into *Alice in Wonderland*.

As I was going to say in regard to children's literature I can tell you only about the ones I have written and how they came to be written. The first one, *Robin on the Mountain*, was written while I was off in the wilderness on a homestead five miles from the nearest neighbor, during the depression when the employment bureaus were so swarmed with people. I read about a hose being turned on the crowds to disperse them because these people were so eager for work; I remember seeing long bread lines. It was a horrible period of insecurity to live through. I thought back to the homestead that my grandparents had soon after the Civil War where they found security in the backwoods of Arkansas. Somehow, it seemed the most important thing in the world to me to go back there. I did.

The only way you could reach that place in those days was to go by way of Hot Springs and turn off at Mountain Valley, where there was a sign which read, "Roads passable to Jessieville, impassable beyond". It was beyond that impassable road that I found the free government land. We built a house with trees on the place and a fireplace with stones. I was accepted there because of my grandparents. My grandfather was the country doctor. He had no formal training but knew his medical books; he seemed to have been popular there. I have had experiences that I don't suppose many of you have had—one of riding in a wagon a distance of 12 miles that took one day. I learned so many things from those mountain people that they became part of my life and I learned to love them. As I wrote that book (I had no library for this one), I learned of superstitions, such as turning your hat around if a rabbit crossed in front of the wagon. One wagon trip took two days to make a 35-mile trip. We forded a stream—that was a frightening experience, with water coming up in the bed of the wagon—but finally we got across on the slippery bank. Two of the boys in the wagon went ahead with knives and bent the saplings that were in the way, because we had to make our own road. One would reach the sapling down and sit on it while the other hacked away with a knife. All of these experiences have been very rich to me. I have been through a forest fire on my own place, a drouth in which I have actually known hunger. These things I would not go through with again, but I would not take anything for having done them.

I think that a writer snatches at every experience, even the hardships and the sorrows. I don't mean we wipe away a tear with one hand and think of what we are going to write with the other, nor are we happy to

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write about it; but it is stored away in our unconscious memories. I took a trip once to Mexico just for the pleasure of it but, of course, a book came out of that, too. Everywhere I go and everywhere I turn, there are ideas for books. You have to be very careful when you speak to me, because something in my subconscious

mind will register something and you will probably find it in a book.

I just want to say that I am very happy to be with you; and only a group of librarians could have dug me out of this shell I have built around myself.

* Mrs. John Gould Fletcher

PUBLIC RELATIONS AND THE PUBLIC LIBRARY

By * Harry S. Ashmore

I remember that a year ago, I appeared before this organization in the secondary role that Dr. Davis is appearing in tonight—I introduced your speaker, Mr. Carter, a year ago.

I can speak with a little feeling from the heart about the job you librarians are doing. The matter of maintaining a library, of course, is perhaps changing its character. I can remember in my own time when people had the idea that libraries were largely places where people went on rainy days when it was too wet to sit in the park. That, of course, is a failure of missions; the mission of libraries being to serve not only as a repository of knowledge and wisdom, but the concept of the library now is taking that knowledge and information to the people if they are not willing to come in when it isn't raining. So perhaps it has changed your job in many ways. I remember as a small boy the first bookmobile I ever saw—I recall it as being one of those old brass-bound T-Model Fords. They had a very great and difficult job of getting over the country roads, taking those books out to people, and I remember, too, that when they started the people didn't know what it was, what was in it or what it was doing there. In a very few years, however, people were there waiting for it. They had been sold; and they knew what it was

trying to accomplish and it had real meaning for them. It was bringing service to rural people that before had been confined solely to urban people who happened to be fortunate enough to live within reasonable distance of a public library.

Very few people in this country are wealthy enough to afford to acquire a personal library. The answer to that many years ago was recognized—that a book is and should be common property. A book must be read by the maximum number of people to achieve its purpose; therefore, that is what a library is about. The library is putting together books that people want to read, making them available, in whatever means it may take, to people who could and should read them. How important is it? I happen to be of the persuasion that there can't be any function, perhaps, that is much more important. After all, what is a book besides being some pieces of paper stuck together? A book is a repository of somebody's knowledge and wisdom. Aggregate books are the only record we have of the sum total of human experiences. It might be said that all of the wisdom of mankind is contained in books from one generation to another. In all the span of civilization, one generation is never entirely willing to accept another generation's version of anything, but at least the books provide guideposts. They provide the record of human culture, meaning the record of what man has

accomplished in art, literature, music, etc.; and its practical accomplishments, too, are recorded in books. Everything from a mathematical table to a great painting reproduced, found and made convenient for millions of people instead of a handful. That is the record, and it is important. It is extremely important, it seems to me, in a time like this. I don't know whether this time is any more difficult than any other time. You know, in all probability, everybody who ever lived thought he lived in a very trying time. To me, this seems to be a very difficult time and a challenging time; a time when basic and essential values are under fire from many directions. Certainly, we need, as a present people trying to solve our problems under a democratic process, access to all the wisdom acquired by the people who have gone before us and engaged in the same task. We need not to get it second hand; we need not to get the version of history that is handed down by after-dinner speakers; we need to go to the primary and original source—the man who saw history happen and knew enough about himself to know what kind of man he was. That, I say, is a part of the sum total of human knowledge and I know no agency which can make it available to many people except libraries.

You talk here in your technical sessions a great deal about the so-called practical aspect of the library and that is really important, too. By that I mean the providing of immediate information that a man may need in connection with a job he is doing. The sort of thing where a man is constantly calling on the library to make available source material to use in a hurry. We are happy that the library here does a good job of that for us. That is a practical aspect of the library operation—making available books, for instance, which enable a man to be a better farmer. That is an important

aspect for your county librarians. They may need immediate, applied, practical information that you may have in your files. Maybe that is the best way to get people who customarily do not use libraries in there and familiar with what it has to offer. Give them something that is useful and immediately helpful and practical. In that connection there is a very old story, and I doubt seriously if it hasn't been told already in this meeting. I tell it anyway, just to be sure it gets in the records. The story of the book salesman back in the hills who came up to the farmer sitting on his front porch. "If you will buy these books and read them", he says, "you will learn how to farm twice as well as you are farming now". "Son, I ain't farming half as well as I know how to already". Well, that is in the area of practical application of a library in materials of everyday living for people. Making available immediate information that the people need. But that certainly is not and should not be the final concept of the library. That thing I am talking about—in making available not only the answer to who was president of the United States in 1878 to a high school senior who is too lazy to look it up for himself—that is not the all and the end-all of a library's responsibility. It is to persuade, somehow, all the people, at whatever level of education they have, to come in and take a look at the great books that are on the shelves of even the poorest library here represented. You have books in the worst library in this state that could tell any person in this state many things that he needs to know. Not, perhaps, necessarily how to earn a living, but many things he needs to know in trying to solve the problems that haunt all of us, and that is, how to live; how to get along with people who are not always reasonable; who are not always desirable people; whose interests don't al-

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ways coincide; people who are different—in religion, color of skin, income, outlook, etc. That old problem that no people anywhere, anytime has ever solved. That problem of how to get along, how to live in peace without blowing people up with atom bombs. Nobody has ever solved it, and nobody who ever wrote a book knew the final answer. After all, the problem posed by the bomb is not basically different from the problem posed by the gunpowder, or bow and arrow, or club; and certainly all these millions and millions of men who lived before us—some have been illiterate and some have been eloquent—have put down in one way or another the lesson they learned in their time. That piling up of lessons is all the knowledge we have; and basically, our source of information, other than what we learn by our own necessarily limited and brief experience of living, is drawn from this record of past experiences of people. Somehow, we have to get some of the lessons—maybe it adds up to that word, “philosophy”—that a man can draw a philosophy of living from the recorded record of how other men lived. Maybe what we need is a sort of philosophy that gives us an understanding and a tolerance in our approach in the business of getting along with our fellow men.

I would say that we, here in Arkansas, through your libraries, have made a good and effective start in that regard. I wish I could say that there is nothing ahead of you but clear sailing. I think you can count on this—you have won a very important part of your battle. I don't think you will ever have less money to try to run your libraries than you have now; I think you are going to have more year by year. I think that part of your battle in your relations with your public has been won. You are now being supported increasingly by the public you serve. The job you have done must have been good be-

cause you haven't been falling back, you have been progressing. You have, I believe, 44 counties receiving library service out of the 75 counties. That represents a gain of almost 44, because there were very few county libraries when you began only 12 years ago. Before that, of course, there were private libraries and city libraries. The thing, is, that over the 12 years we have been getting more and more library service and better library service in all parts of Arkansas. That is a record of achievement that you have every right to be proud of. I think you are going to get more money and do a better job year by year. In that sense you have a fairly clear field ahead of you. There is another factor in this picture. In this time of tension and strain, a time of “cold war” between two conflicting ideologies, we live in an almost warlike state. Men, fighting with reasons, perhaps frightened, lose their perspective and, having lost faith in the ability of free men to arrive at just judgments if given an opportunity, arise in clamor for censorship; or, rule out of your libraries certain books on the grounds that they are evil and should not be read. A violation, basically, of everything about our system that fundamentally seems important to me. There are people in this state—we could probably fill this ballroom today out of this city with people, put to a vote, who would vote to take all the works of Karl Marx out of all the libraries in this state. It is a tragic state of mind. It isn't a matter of agreeing with Mr. Marx or disagreeing with him. The essential thing is that Karl Marx evolved a philosophy by which hundreds of millions of people in the world now live. We cannot dismiss that philosophy because we don't agree with it; because we think it is wrong or because we think it is evil. We can't even intelligently combat that philosophy when we don't understand it.

I wonder just how many Communists were ever made by reading that dull book—maybe a few have been converted, but I doubt it. I would say that no man who ignores the rights of, and refuses to read the literature of Communism, can understand the time he lives in, whether he lives in Russia or the United States. Even beyond that, I would say this—that any man who wants to rule out any part of literature, any part of the written word beyond the minimum limitations of obscenity; any man who consciously seeks to limit the word in any way is, himself, a greater foe of democracy than Karl Marx ever was. Democracy depends and will survive only as long as we hold to the Jeffersonian concept, and that goes a good long way beyond the profit motive, vital though that may be. It involved the liberties, the freedoms, the right to inquiry, the right, if necessary, to be wrong and the right to speak out of any honest conviction. The right, even, to speak out of a dishonest conviction. It rests upon the premise that Jefferson stated, "We have no reason to fear a free market place of values. We must believe that truth can be obtained out of the conflict of ideas and philosophies, that the correct idea and the truthful ideas will survive in free competition". Any limitation of that concept, I think, would be fatal. That means that we must insist always upon the protection of the granting of these rights. The protection of the rights, particularly of those with whom we disagree.

I am sometimes concerned, as I seem to feel in this country increasing clamor for suppression of ideas. It is an admission of weakness, and

I don't think, fundamentally, this is a weak country. And I don't think we need to be frightened by the availability of any idea any man ever put down. If the day ever comes when you are under pressure to clear your shelves of any matter, then your profession and your library is imperiled. If you are ever subjected to censorship, you have begun to lose your reason for being, and when that reason is lost, we begin to lose the reason for democracy. I can speak with some feeling and some experience on that score because I happen to be in a profession which is allied to yours. A free press, too, is essential and we are under pressure also to shut up and not say things. It is sometimes frightening. I happen to believe this, frankly: that this country, if it remains a country of free men, need have no fear of being destroyed from enemies without. It has real reason to fear being destroyed by enemies within. The enemies may be impatient men who take off from the premise that there must not be disagreement and that men must be faceless and all stick together. Totalitarians, no matter what label they may wear—and the beginnings of it are in the desire to fight back at a known enemy by shutting him up. You can't win that fight and still be free. You have got to let him talk and you have got to talk against him. You have got to win it the hard way. You must be free people if you are to operate effective libraries. I can't tell you, myself, that I can help you too much to get the money you need to run good libraries; but I can make you this pledge, and for whatever it is worth, that we will be fighting to keep you free.

* Executive Editor of the *Arkansas Gazette*

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LOOKING TOWARD A.L.A.'s 75th ANNIVERSARY

By *Mildred Batchelder

Do you know that the ALA is almost 75 years old? You do if you have been reading your ALA bulletin. It was a year or so ago that you were reading about the 75th Anniversary of ALA, which will be held in 1951. Part of my reason for talking about it is to invite you to the convention which will be in Chicago, July, 1951. We will promise to be as hot as Arkansas can at its worst.

The reason that I wanted to talk about the 75th Anniversary of ALA at this time is that several years ago, we decided it might be a good plan for us in the library field to take stock of where we are now and where we would like to be by our 75th anniversary. You will remember that, in the ALA Bulletin and in separate publications, we read in many places a statement called, "The Four-Year Goals of the ALA"—a very interesting and very provocative statement. We hoped, between the time the statement was prepared and 1951, to accomplish some of those goals. They were very ambitious goals. Nothing short of ambitious goals are satisfactory to any of us in the library field. We really set goals which we knew were beyond our accomplishment, and that offers a problem—how can you work toward such goals in a way to accomplish anything you can look at and say, "This is what we have done in these four years"? I am going to remind you of the major areas in which those goals are, and then in a minute put those goals aside and talk this afternoon about the particular ways in which children's and young people's librarians and school librarians of all kinds are working toward some of those goals.

The ALA goals, you remember, were in four general areas. The first one (and I read this) is, "That the programs and types of service in every library which will contribute to the awareness and understanding of the current problems of these critical times should be promoted". That is urging, of course, a stronger adult education program, stronger programs in every community to provide information that our citizens need to act intelligently and wisely on the circumstances and issues which come up for their action. The second kind of program on which we need to work is, "That informational and educational materials are needed in every library". These should be adequate in quantity, suitable in variety and so organized as to serve the purposes stated in the preamble. The third goal is, "To work toward good library service for every American". The fourth goal is, "To provide that every library be staffed by an adequate number of librarians competent to perform the service suggested above". Those are very generous goals. The statements under each one point out the more specific areas in which we should perhaps be working first. I only want to remind you of those to go on to another statement of goals prepared by the ALA, Division of Libraries for Children and Young People. Even those of you who are not ALA members know about the pattern of the ALA organization and know that we have groups within the ALA working in special areas. One of those groups is the Division of Libraries for Children and Young People and to that group all of you who are school librarians belong, if you belong to ALA; or I hope that you belong to that Division. You must choose that Division; that affiliation does not come automatically. The Division felt that the statement

of ALA goals was a very important statement, but felt that perhaps there were certain areas in which those of us who work with children and young people should concentrate our attention. That group adopted its own four-year goals, working toward this over-all objective which I mentioned.

The Division of Libraries for Children and Young People have also four general goals. I am going to again tell you what those goals are, and then come back and describe some of the ways in which we are working toward just the first goal. The four goals are these: (1) To develop programs of library service for school and public libraries which will contribute constructively and appropriately to an awareness of the world in which we live and to the development of understanding and practice of democracy in every experience. A general program that is very important, but how can we work toward it? (2) To provide library service for children and young people in both public and school libraries in areas where they are now lacking. (3) To obtain an adequate supply of well qualified librarians by strengthening and broadening the training and professional education and the in-service training of librarians working with children and young people in public and school libraries. (4) To emphasize quality and variety in books and related materials organized to serve the purposes stated above. That is a reminder to those of us working in this field that it does matter whether or not the book is a good book which you use. It does matter whether the films are carefully selected.

Now, I would like to go back to the first goal which was the development of library service which will contribute constructively and appropriately to the awareness of the world in which children and young people live and to the practice of

democracy as part of an every-day experience. There are three ways in which that particular goal might be accomplished in terms of this statement. The first that is suggested is a vigorous plan whereby libraries for children and young people are a means for improving the democratic way of life. You might say that the accomplishment of that particular goal is one on which every school librarian, and children and young people's librarian is working every day. Our need to know our books with great vividness makes possible the service, with the kind of guidance which will help boys and girls to really know the world in which they live. Really, Charlie May Simon and Lois Lenski have done an especially good job, for the areas that they have described, to help boys and girls who read those books to know either their own part of the world or another part of the world they may not have known about. Living a story is often more real even than a visit to a place. I think of one other example of a different kind I would like to give in connection with that goal. I think many of you know a recently revised list called, "Reading Ladders for Human Relations". That list is very interesting and reminds us of the values and uses of some of the books which we know very well and have used constantly, but have not thought of as introducing us to other people in other places.

The second sub-goal under this development of library service is urging continued activity for promoting international cooperation and understanding through books and libraries for children and young people. I don't know how much you know of the kinds of ways in which your American Library Association works to try to do something toward this goal. I thought you might be particularly interested in some of the things that are happening right now. These are not going to nearly reach the goal

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that we would wish by 1951, but perhaps they are steps along the way. For example, do you know that in Munich, Germany, there is at the present time an International Youth Library established for the purpose of giving boys and girls in Munich an opportunity to see and handle children's books from many different countries? That library is an experiment which, if successful in Munich, we hope may be tried in some other cities; and it has an idea underlying it which we hope even you will try in your libraries in this state. The International Youth Library was an idea which grew out of an exhibit of children's books during the war. After the war, the Military Government in Germany tried in various ways to approach both children and young people and adults on finding how to understand people in other parts of the world more satisfactorily. One of the experiments which they tried was the collection of a large exhibit of children's books from about 30 different countries. That exhibit was sent through different parts of Germany and was very popular. The person who prepared it was so interested in the response from this exhibit that she decided that a continuing library of this sort would have a permanent value; that you could do something with it that you couldn't do in any other way. She believed that so firmly that she came to this country to see if she could get support for trying that idea. She did interest a foundation and many of us with whom she talked. As a result, the Rockefeller Foundation agreed to sponsor the first two years of the International Youth Library in Munich, if the ALA would administer the grant for that library. You, as ALA members, now have as one of your headquarters staff a representative in Munich. The library opened September 14 with a very extensive exhibit of children's paintings from different countries;

and in looking at photographic reproductions of some of those paintings, you were keenly aware of the difference in children. For instance, in the German drawings there is a great deal of detail—fascinating things that you enjoy studying and looking at. Some of our American ones are much more splashy, for our children are used to using large paper and brushes and working in a different way. It shows very plainly in these pictures. The books that they now have in that library now come from about 25 countries and they hope to have books from other countries as time goes on. The American books will be grouped by country as will books from other countries. It is the hope of Miss Lutkin and Miss Scoggin that librarians from this country will, in some way, be able to contribute to that library for 6 months or a year and that the library will be able to continue. I mentioned the possibility of using that idea in some of our libraries and this is what I have in mind. I don't know how many of you in Arkansas have foreign children's books in your libraries, children's books in other languages than English. I have a strong feeling that we ought to have at least one in even the littlest school library, and I don't care whether there is anybody in the community that can read that language. But I believe that it is a good kind of experience for us to have some foreign picture books and some foreign children's books in every one of our libraries for boys and girls. We have always had fine collections in New York and Chicago libraries, and those of us in the smaller places have felt that this was their opportunity and their job, but beyond our scope and opportunity. I had a chance some years ago to have a number of foreign picture books in different languages in an elementary school library; and I am confident, from that experience, that in a rural Arkansas

library, or in a county library, something happens when you have a book in Italian or in German or in French which doesn't happen when they see only the books in English. Also, I wish we could have occasionally a book in the original language which the children know well in English. Our children don't have enough experience with people who speak other languages to really realize that there are other languages. I don't know whether it is as important as it seems to me, but I would like to see more happen along this line. It is very difficult to find foreign books of any kind for children. In New York, children's librarians were so much interested in this particular question that they decided to make a list of easily available foreign children's picture books; and they prepared that list and indicated where the books could be obtained, and mimeographed that and sent it to all the children's librarians in New York. I think, though, that if we really want to do this, we can easily make information available regularly about specially desirable foreign children's books which can be obtained in Canada and this country. There are some possibilities of exchange, but those are a little more complicated and I won't try to talk about them here.

Another idea in this understanding of other countries is our need to work on a re-evaluation of some of our stories of other countries which we now have and use. We had a visitor from Holland last year. She was in this country six months and visited many children's libraries and many schools. By the time she had finished her visiting, she had become very self-conscious of two things—wooden shoes and windmills. She was quite sensitive about the fact that our children, too many of them, feel that all Dutch children wear wooden shoes all the time and that every house is in the shadow of a windmill. She wished that our chil-

dren knew that there are cities in Holland not unlike ours, and that we have many things in common. She wished that we would retire the **Dutch Twins**. She accepts our statement that the **Dutch Twins** made a very helpful contribution at the time it first came out because it made a country real to those of us who read it. But she thinks that day is gone by, and that the **Dutch Twins** is not helping very much in making it possible for our boys and girls to know Holland today. Times have changed, and we should realize that. I think that she has reminded us, as have some of our other foreign visitors, of a very important job which we have to do—and that is to re-evaluate the stories we have of people in other countries. Excellent books ten or fifteen years ago, perhaps some of them should stay on; but if they should stay on, we should do something about how we use them with the boys and girls. Libraries like Miss Wolf's are ones that are very similar to ours in thinking and service, and they would like to be closer to us. We are hoping to do some little exchange of news with children's libraries. When you read of one in which you are interested: "I would like to send one or two books to that library, and maybe some day they can send me one from that country". In terms of dollar purchases, it is very difficult for the children's and school librarians in other countries to buy our American books. You know the **Little House**—I think Miss Wolf said it would cost \$7.50 in Holland.

The other part of this goal that I want to talk about is the importance of cooperative relationships with organizations for children and young people—organizations which have parallel aims with our own ALA and with the Division of Libraries for Children and Young People. Perhaps the very best example that I can give you in that area is to tell you what has happened up to the present

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moment in the national scene, as far as the Mid-Century White House Conference is concerned. You have, in Arkansas, a Council on Children and Youth, and Mr. Schnee is the Executive Secretary. The Mid-Century White House Conference will be like the other conferences on children and youth. This conference is somewhat different in its nature from the earlier ones, although its objectives are very similar. The purpose of the conference as stated in the first progress bulletin, and President Truman's words, are these: "I know of no greater challenge facing the world today than how it can help its children to be secure in themselves, in their families and in their communities". The conference will be directed toward security for children in all possible senses. The conference will be a citizens' conference. The President has sent telegrams to all the Governors asking for a representative from each state to a place on a national committee. If that name from this state is not known, someone will want to find out; and people in Washington hope you will find out by asking your Governor. There will be a White House Conference in each state. In Arkansas, you have been preparing for this earlier than some of the other states. In some other states this same preparatory work has been going on. The White House Conference has urged the state committees to examine their service for children and young people; to make that examination on the state level and also on the local level, and to find out whether or not you have the services that you need. If you do not have all the services that you need, how can you obtain them? In some states, libraries have been very closely related to this examination program which has been going on. In South Carolina, the one thing they felt they needed more than anything else was a county library; and they have gotten it. This conference is

sponsored at the national level by the Children's Bureau in the Federal Security Agency. That Bureau, as you know, is especially interested in health and welfare problems of children and sometimes, in some states, the state representatives working with the Children's Bureau may not know very well the library people in that state. This goes back to the cooperative relationship that I was speaking of. I hope that we can find ways in every state for the librarians and health and welfare people to work together to find some way to set up a cooperative committee. Miss Mason said that she is now on your Arkansas State Committee, and we are delighted that you have a librarian on your committee. We hope that with this, we will have more opportunities than we sometimes have, but we can't be sure. I am perfectly certain that the number of librarians who are included in the actual conference group, the people who are invited to it, will be very small and may be none. The invitation list will be made up from the states with the help of the state people, and I think we have to put ourselves in the shoes of the health and welfare people and remember that if this was a national library conference, we hope we would invite other people to work with us. We are certain that we would want to be sure that we had the important representatives of the health and welfare people in each state. The intention on the national level is to include libraries and education, but quite naturally the health and welfare people are better known; and we have to help the state health and welfare people to understand the ways in which we can help to strengthen children in the areas in which we are working. One of the kinds of things which apparently will happen is that, in at least some states, efforts will be made to work on standards for children's services in institutions for children. That is

of special interest to the Children's Bureau and to our state health and welfare workers. They would like help of that sort. Some of them are ready for it and some of them haven't yet thought about it, but are most responsive. More important is what goes on at the local level. In your own county you may find that there is a group which is examining children's services to determine whether your county has the services it needs. You can find out whether there is such a group working and how the library services can be made a part of that investigation. It is important, too, to think of that survey in two ways: first, what are the services for children which are available in my county, my town, my state? Second, what are the services for the professional workers with children? I find that other professional people who work with children have the same problem that we do in keeping up the professional literature—making available to our librarians the things they came to know in their library courses, but they were not as easily able to see all those things in their school. There are other ways of working on a state basis to make a flow of material available to professional groups working with children.

The White House Conference has, in addition to these state committees, three technical advisory committees. One, the technical committee on Fact Finding, Chairman, Benjamin Youngall; two, the technical committee on Communications, Chairman, Lyman Bryson; three, the technical committee on Conference Program, Chairman, Mr. Bruno. There is an executive staff for the conference already set up, and the head of that staff is Mr. Melvin Lassa, who has worked with the Red Cross in international activities. He has a small but very interesting and interested staff, and the person with whom I talked was Miss Elma Phillipson, who is their consultant on public co-

operation. Her experience has been in hospitals, and I think perhaps because of that she was very much interested in our trying to promote in some way experiments in some hospitals of very good children's library services. I told her of some that existed, and she was interested, and hopes that we can promote more similar experiments that can be described and influence the quality of children's library service in hospitals and institutions. The Mid-Century Conference begins December 3, 1950, in Washington. It is very close to our 1951 conference. It seems to me that if we can work toward some of our goals in Arkansas, we are doing two things at once—we are working toward providing the kind of service that Mid-Century Conference is seeking for children, and we are also working toward the goals which we have set up for ourselves as objectives toward which to work by 1951.

I want to mention two or three other groups with which we work closely. At the moment, this very week, in Milwaukee, is the Girl Scouts Conference. The Girl Scouts have come to us many times in the years that I have been in the ALA office, and they have come again this year, to say, "How can we work more closely together, Girl Scouts leaders and librarians?" What are the ways we can help Girl Scouts leaders to have the information they need? How can we see that the Girl Scouts camps have the kind of books which they need? That has also been a very interesting cooperation and one which those of us on each side of the national level have enjoyed very much. At this national conference in Milwaukee, there is a very intensive camping exhibit. The public library has prepared a model camp library of the kinds of materials which the camp counselors should request and urge their librarians to have in their local camps. We thought that some special things

might be done with that. In addition, Mr. Rathbone will take part in their community service program in the discussion on various ways to work together. Another kind of opportunity which we had was with the Junior Chamber of Commerce. In that case, we were asked to make known to the librarians in the communities where there were Junior Chambers of Commerce the fact that that organization, as a national group, had decided to recommend as one of the kinds of projects which might be promoted by local groups a Better Books for Youth project. Whether or not your local Junior Chamber of Commerce will choose that, you will have to discover. The ALA did send letters to the librarians in small communities where there are Junior Chambers of Commerce, telling the Chamber how it can put on a book campaign to encourage better reading, etc. We know that in some places the program has been carried on without the library as a participating element, but in others the library has been an important factor, and should be. The other kinds of cooperation I am going to group. We always have worked not only with such groups of leaders who are working with children and young people, but with many different types of educational organizations. That you do, too, in your local and state groups. I think probably that is one of our most important opportunities. I feel sure that I have learned more about the kind of job which a library could do in schools from attending the American Vocational Association Conference or the National Vocational Guidance Conference, both of which I know only slightly. I have

learned more about what they do in order to see what we might do, thereby some of our library conference attendances. We talk to ourselves and like what we say and believe it; but we must know more about the groups with whom we are working if some of these things we would like to have an opportunity to do may be really carried out.

There are many other ways of working toward the goals we have set for ourselves, as an Association and as a Division, in these next few years. I have been still too general in telling you about these ways of working, but I wish that every state library association, and Miss Jordan in your group of school librarians, and your college librarians would pick out some specific ways of working toward these important goals; and put a pin on the map for where you are now, and say in 1951, "This is where we came from 1949 to 1951". I think that we, all of us, would perhaps find that by so doing, we might accomplish even more than in the regular course of events, when we are working as hard as we can, but just a little spurring of that sort sometimes makes it possible for us to do the one thing that did not seem possible before. In July, 1951, when you come to the Chicago meeting, I hope that the Arkansas people will have a very interesting story; and I am confident they will have the progress you have made in this state toward the ALA and the Division of Children and Young Peoples goals honoring the 75th Anniversary of the ALA.

* Executive Secretary, Division of Libraries for Children and Young People, American Library Association.

TRUSTEES WILL BE HONORED AGAIN

The nominations for citation of trustees must be in not later than March 15, 1950, and preferably earlier. The A.L.A. Jury on Citation of Trustees announces that it wishes recommendations for the annual citation of Trustees for the year 1950. These recommendations, with supporting evidence should be sent to Jury on Citation of Trustees, A.L.A. Headquarters, 50 East Huron Street, Chicago (11), Illinois.

After a trial period of three years, upon the recommendation of the Jury on the Citation of Trustees, the A.L.A. Council at its meeting on October 13, 1944, unanimously voted to continue the annual citations.

Those who may send in names to be considered are: Library Boards, Individual Library Trustees, State Library Extension Agencies, State Library Associations or the A.L.A. Trustees Division.

The work of trustees of large and small libraries to state and national library activities as well as service to the local library are given equal study and consideration.

The only limitation put upon those to be nominated is that each trustee must be in actual service at least part of the calendar year preceding the conference at which awards are made.

Since the first citations were presented at the Boston Conference in 1942, two have been awarded each year. In 1949 Mrs. Julia Brown Asplund, member of the Santa Fe Public Library Board and chairman of the New Mexico State Library Commission, and Robert B. Tunstall, member of the Norfolk Public Library Board and chairman of the Virginia State Library Board, were cited for their meritorious service as trustees.

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NEWS NOTES

Ozarks Regional Library sponsored an artist contest at the Charleston express office during the week of October 1. The winner was Mrs. S. B. Haines, Clarksville, and the prize a water color of a local scene painted by Susie Maud Poyner Pittman—for identifying correctly the painters of ten famous reproductions on exhibit at the library booth. Similar contests were also held at the Franklin county fair and in Charleston. Miss Lucile Lucas is librarian at the Ozarks Regional Library.

Mrs. Hazel Deal on December 1 resigned her post as librarian for the North Arkansas Regional Library with headquarters in Harrison, a position she has held since its establishment in January, 1944. She has assumed duties of county librarian in the Washington County Library, Fayetteville. Miss Ruth Henson is the new librarian at the North Arkansas Regional Library.

Mrs. Terry Griffith, Independence County librarian, was named head of a regional library comprising two counties, Cleburne and Independence. The new set-up was organized at a dinner meeting at a Batesville hotel in the latter part of October. Miss Irene Mason, state librarian, presided, and the meeting was attended by board members and other interested persons from both counties.

Before the merger, Independence County Library established another book deposit station, this one at Magness in the Gardner grocery store, with Mrs. Loyd Gardner as librarian. Although the collection is small, books are carefully selected with the idea of meeting every taste and age group of the community to be served. We are fortunate in having such women as Mrs. Gardner who will

assume the responsibility of getting reading material over the area.

Blytheville has a new city library building, a brick structure on Main and Sixth streets. It was constructed through efforts of the Lions Club of Blytheville, and dedicated to the memory of Farmer England. Formal opening and open house was held on October 16.

Book Week, November 13-19, was observed by school and public libraries all over Arkansas. Special displays, contests, plays or various other interesting activities were promoted in all libraries. At Brinkley Public Library, for example, an important event of the week was the annual treasure hunt for all elementary school children.

A Merci Album, made up by the children of France as a thank-you-gift to the children of the United States for clothing, food and other supplies sent to France during World War II, was exhibited to schools of the area and also to the general public clientele served through the Northwest Arkansas Regional Library during the month of November.

After the month of January, there are two remaining talks to be given to complete the 1949-50 series of book talks held in the Vera Snook Memorial Room of the Little Rock Public Library. The two speakers will be William Nash, Little Rock attorney, and Dean Cotesworth Lewis, dean of Little Rock's Trinity Cathedral.

Poinsett County Library at Harrisburg has had its face lifted. "The curtains are an incentive to better reading", according to Miss I. Jane Bradford, librarian.

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